



Charles George (Asheville) VA Medical Center Psychology Internship Program

Charles George (Asheville) VA Medical Center
Director of Psychology Training
Mental Health Services, Building 70 (116)
1100 Tunnel Rd.
Asheville, NC 28805

APPIC MATCH Number: 206611
Applications Due: November 1, 2022

Accreditation Status

The predoctoral internship program at the Charles George (Asheville, NC) VA Medical Center is accredited by the Commission on Accreditation of the American Psychological Association. We are fully accredited through 2022 and we have submitted our self-study to the American Psychological Association. We are scheduled for our site visit in 2024.

Application & Selection Procedures

Overview

The Charles George VA Medical Center abides by all APPIC and APA guidelines and requirements regarding internship application and selection procedures.

The APA Office of Program Consultation and Accreditation and the Commission on Accreditation (CoA) can be contacted at:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC, 20002-4242
Web site: <http://www.apa.org/ed/accreditation>
Phone: (202) 336-5979
Fax: (202) 336-5978

The Charles George VA Predoctoral Psychology Internship Program is a member of APPIC and participates in the APPIC Match for predoctoral psychology internships. An internet link to the current APPIC Match Policies is available at:

<http://www.appic.org/Match/Match-Policies>

The Charles George VA Medical Center Internship APPIC Match number is **206611**.

The internship began its present class on July 18, 2022. The next intern class will begin on July 17, 2023.

Eligibility Requirements

1. U.S. citizenship. VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns must complete a Certification of Citizenship in the United States prior to beginning VA training.
2. A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service

- Registration before they can be processed into a training program. Exceptions can be granted only by the US Office of Personnel Management; exceptions are very rarely granted.
3. Interns are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.
 4. VA conducts drug screening exams on randomly selected personnel as well as new employees. Interns are not required to be tested prior to beginning work, but once on staff they are subject to random selection for testing as are other employees.
 5. TQCVL. To streamline on-boarding of Health Professional Trainees (HPTs), VHA Office of Academic Affiliations requires completion of a Trainee Qualifications and Credentials Verification Letter (TQCVL). An Educational Official at the Affiliate must complete and sign this letter. Your VA appointment cannot happen until the TQCVL is submitted and signed by senior leadership from the VA facility. For more information about this document, please visit <https://www.va.gov/OAA/TQCVL.asp>
 6. Health Requirements. Among other things, the TQCVL confirms that you, the trainee, are fit to perform the essential functions (physical and mental) of the training program and immunized following current Center for Disease Control (CDC) guidelines and VHA policy. This protects you, other employees, and patients while working in a healthcare facility. Required are tuberculosis screening, Covid vaccine, Hepatitis B vaccine, as well as annual influenza vaccine. Declinations are EXTREMELY rare.
 7. Additional Forms. Additional pre-employment forms include the Application for Health Professions Trainees (VA 10-2850D) and the Declaration for Federal Employment (OF 306). These documents and others are available online for review at <https://va.gov/oaa/app-forms.asp>. Falsifying any answer on these required Federal documents will result in the inability to appoint or immediate dismissal from the training program.
 8. VA identity proofing requires presentation of two source documents (IDs). Documents must be unexpired and names on both documents must match. For more information visit: https://www.oit.va.gov/programs/piv/_media/docus/IDMatrix.pdf

ADDITIONAL ELIGIBILITY CRITERIA FOR INTERNSHIP

Internship applicants also must meet these criteria to be considered for any VA Psychology Internship Program:

1. Doctoral student in good standing at an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited graduate program in Clinical, Counseling, or Combined psychology or Psychological Clinical Science Accreditation System (PCSAS) accredited program in Clinical Science. Persons with a doctorate in another area of psychology who meet the APA or CPA criteria for respecialization training in Clinical, Counseling, or Combined Psychology are also eligible.
2. Approved for internship status by graduate program training director.

The Charles George VA Psychology Internship Program requires documentation of 500 hours of completed AAPI Doctoral Intervention/Assessment Hours. Experience gained outside of the doctoral program can be considered if supervision was provided by a licensed mental health professional. Projected hours cannot be counted in the 500 hour total. In addition, the applicant will ideally have clear assessment skills in administration, scoring and integrated assessment report writing (10 integrated reports) or documented evidence of these required skills. The applicant should have educational training and/or practicum experience in commonly used diagnostic instruments such as the MMPI-2-RF/MMPI-3, PAI, and Wechsler scales.

*** Health Professions Trainees (HPTs) are appointed as temporary employees of the Department of Veterans Affairs. As such, HPTs are subject to laws, policies, and guidelines posted for VA staff members. There are infrequent times in which this guidance can change during a training year which may create new requirements or responsibilities for HPTs. If employment requirements change during the course of a training year, HPTs will be notified of the change and impact as soon as possible and options provided. The VA Training Directors will provide you with the information you need to understand the requirement and reasons for the requirement in timely manner.***

As an equal opportunity training program, this internship welcomes and strongly encourages applicants from all qualified candidates, regardless of racial, ethnic, religious, sexual orientation, disability or minority status.

Application Requests

The Charles George (Asheville) VA Psychology Internship Program uses the APPIC Application for Psychology Internships (AAPI) available at the APPIC website (www.appic.org). Requests for information beyond what is described in this web site may be made by email to:

Joshua.Bringles@va.gov

and/or

Lauren.Milner@va.gov

Applications

Each applicant is required to submit standard electronic online AAPI application materials including the following:

- Cover letter indicating intent to apply to the internship program and internship training interests,
- Completed APPIC Application for Psychology Internships (AAPI),
- Curriculum Vita,
- Three letters of evaluation from individuals familiar with recent academic and clinical performance. At least one letter of evaluation should be from a clinical supervisor with direct knowledge of the applicant's clinical skills, and
- Official transcripts of all psychology graduate training.

All materials must be available no later than **November 1, 2022**.

SELECTION PROCESS

Nondiscrimination Policy – The leadership and faculty of the Charles George VA Internship in Clinical Psychology are firmly committed to a strong and consistent policy of nondiscrimination on the basis of race, gender, color, national origin, disability, limited English proficiency, age, sexual orientation and gender identity. Providing a workplace free from discrimination and harassment has long been the objective and policy of the Veterans Health Administration.

VHA Directive 2008-024 states that “It is VHA policy that no one is subjected to any form of discrimination because of race, color, national origin, LEP, age, sex, handicap, or reprisal in any and all VHA programs, programs receiving VA funding, or any VA program receiving Federal financial assistance.”

VHA Directive 2008-013 states that “VA employees are to be able to perform their jobs in workplaces free from discrimination, including intentional discrimination based upon one’s sexual orientation.[...] It is VA policy to provide an equal opportunity to all of its employees and applicants for employment without discrimination based on sexual orientation.”

The Charles George VAMC Internship in Clinical Psychology adheres to all nondiscrimination policies put forth by the Veterans Health Administration in its intern selection process, and in the treatment and evaluation of interns.

EEO Guidelines

The Charles George VAMC Internship in Clinical Psychology adheres to Equal Employment Opportunity (EEO) guidelines in the selection of intern applicants. Equal employment opportunity is the requirement,

based in both law and regulations, that agencies provide employees a full opportunity to enter into, function in, and progress in their careers based on their abilities and performance, rather than on such non-merit factors as race, religion, sex, or age.

Providing equal opportunity requires a coordinated effort among faculty supervisors, VA managers, EEO program officials, and HR officials. Working together, they seek to ensure that all employees are protected:

- with the opportunity to compete fairly for positions for which they are qualified,
- by receiving objective ratings based on their performance,
- from being subjected to personnel decisions based on non-merit factors.

In short, the objective of the EEO program is not to provide special or unfair advantage to any groups or individuals, but rather, to ensure that employees are not unfairly disadvantaged based on non-merit factors that are outside their control. Please refer to <https://www.va.gov/ormdi/> for further EEO information.

Application Reviews

All applications are screened for mandatory requirements and program fit by the Training Directors, an Assistant Training Director, and/or designated members of the psychology faculty. Applications that appear to be a good match for the internship program and meet preliminary requirements may be offered an interview. Applicants that are not selected for interview, and thus not under further consideration for the internship following the above reviews will be notified in writing via email by December 15th. Applicants selected for interviews will be contacted by the Training Directors or Assistant Training Director to schedule an interview.

Applicant Ratings

Faculty members review applicant packets in addition to completing interviews. Faculty members evaluate clinical training, assessment training, clinical experience, assessment experience, other written materials, and letters of recommendation. Clinical training and experience are rated based on breadth and depth, as well as consistency with the program's generalist training philosophy. Assessment training and experience are evaluated for the variety of assessment instruments, number of instruments administered, and number of integrated reports written. Letters of recommendation are reviewed to determine applicants' strengths and weaknesses, acceptance of and response to supervision, demonstration of professional behaviors and ethical practice, and personal characteristics indicative of successful internship completion. These factors also are evaluated through the interview, in addition to professional demeanor and interview style. Considerable weight is given to how well the prospective intern's professional experience and career goals match with the training philosophy and goals of the Charles George (Asheville) VA Internship in Clinical Psychology.

The Charles George (Asheville) VA Internship in Clinical Psychology faculty prefers applicants who have their dissertation proposal approved by the start of the internship.

Applicant Interviews

The Charles George (Asheville) VA Internship in Clinical Psychology establishes three interview dates, typically the first three Thursdays in January. Applicants selected for interviews will be contacted by a Training Director or designated staff member to arrange an interview date. Applicants will receive e-mail confirmation of the interview date, with an interview schedule. Applicants are interviewed individually by two faculty members chosen based on the applicants training interests when possible. Applicants also meet with Training Directors and Assistant Training Director, current interns, and other available faculty. Applicants are encouraged to follow up with emails to faculty if they have further questions following the completion of the interview day.

Applicant Rankings

Following applicant interviews, the Psychology Training Committee meets to review applicants' ratings. Applicants are ranked based on interview ratings, review of applicant packets, and discussion among the

Training Committee members. Applicants are placed on a rank order list. Low-rated applicants may be eliminated at this time. The final rank list is submitted via computer to National Matching Services (NMS).

The preceding criteria serve as general guidelines for rating and ranking applicants. These guidelines are not inflexible and reviewers must rely on professional judgment when evaluating applicants that do not meet the standards noted above.

Applicant Matching

The Charles George (Asheville) VA Psychology Internship Program participates in the Matching Program administered by National Matching Services Inc. (NMS) on behalf of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Only those applicants who participate in the Match can be matched to our internship program. All applicants must apply through APPIC utilizing the online application process. Applicants can request an applicant agreement package from NMS through their web site at <http://www.natmatch.com/psychint/> or by e-mail at: psychint@natmatch.com.

The Charles George (Asheville) VA Psychology Internship submits a final rank list via computer to National Matching Services (NMS). At the appointed time, the list shown by NMS is verified by computer link. Applicant candidates are advised of their status in the match according to the NMS program schedule. Acceptances and notification procedures follow the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. On the designated match day, NMS sends an e-mail to the program and to the applicants indicating the final outcome of the match.

The Asheville VA Medical Center Internship APPIC Match number is **206611**.

APPIC Match Policies are available on the APPIC web site: <http://www.appic.org>

Psychology Setting

The Charles George (Asheville) VAMC has been providing practicum training to psychology students since 2005, and established its predoctoral internship program in 2008.

The Asheville VAMC has active residency programs in conjunction with Duke Medical School and the Mountain Area Health and Education Center. There are medical students and non-physician students representing a number of disciplines, including Social Work, Nursing, Physician Assistant, Clinical Pharmacy, Dental, Medical Technology, and Laboratory Sciences. For more

information on the Charles George (Asheville) VA Medical Center, please go to the web site:

<http://www.asheville.va.gov/>



Within the Medical Center, psychology training is conducted in the context of the Mental Health Service Line (MHSL), a multidisciplinary department including professionals from the following disciplines: psychology, psychiatry, social work, nursing, clinical pharmacy, licensed clinical mental health counseling and peer support. The mission of the MHSL is to provide quality patient care, training and research. The Training Directors and the Psychology Training Committee administer psychology training activities.

Currently, there are twenty-two doctoral level psychologist positions within the Charles George VAMC who participate in training. The psychologists have clinical interests in PTSD, substance use and co-occurring disorders, affective disorders, primary care psychology, behavioral health psychology, assessment, military sexual trauma, neuropsychology, end of life issues, geropsychology, and serious mental illness. Psychology staff come from diverse academic backgrounds and ascribe to a range of theoretical orientations including cognitive behavioral, psychodynamically-informed, humanistic,

experiential, and interpersonal. Some Internship faculty members hold Affiliate Faculty positions at Western Carolina University.

Training Model and Program Philosophy

The Psychology Internship Training Program adheres to a generalist clinical training model, while emphasizing the importance of interprofessional collaboration and the unique needs of a Veteran population. A concentrated focus is given to further development of assessment, treatment, and professional development for each intern. The program further strives to inculcate the necessary knowledge of the strategies of scholarly inquiry and methods of supervision for entry-level practice of professional psychology.

The internship training faculty also seeks to prepare psychologists to work in teams with other disciplines to plan, coordinate, and deliver excellent care that meets the needs of the consumers served. Psychology is a distinct discipline with skills and expertise to contribute to Veteran care. By working with other disciplines, psychology interns learn to define their role and value the role of other professionals in maximizing quality of care. The program seeks to prepare psychologists to provide competent, compassionate care based on ethical principles and to develop a broad range of skills in a variety of inpatient, residential, outpatient, and consultation settings.

Throughout the training year, the faculty works with interns to foster sensitivity to diverse groups of Veterans who experience mental and physical health problems and to develop empirically-based, thoughtful plans of approach to caring for the veteran. The program approaches the intern as a mature learner who is capable of working with the faculty in the development of mutually-derived learning objectives and a collegial relationship between faculty and intern. Developmental approaches to supervision look to assessment of current strengths and weaknesses and using this awareness in the stages of professional development. As the internship year progresses, the intensity of supervision will decrease as the intern displays ever-growing autonomy.

While the main emphasis is on a generalist clinical training model, the program places special emphasis on training psychologists to work with a Veteran population — developing the competencies for addressing many of the needs unique to Veterans and the VA setting. The program provides opportunities for training in such emphases as the diagnosis and treatment of Post-traumatic Stress Disorder (PTSD), Military Sexual Trauma (MST), substance use and co-occurring disorders, integration of psychology within a primary care setting, as well as inpatient treatment and crisis management.

Consistent with our training philosophy, the Charles George VA Medical Center accepts interns from traditional scientist-practitioner graduate programs as well as from practitioner-scholar graduate programs. Interns matching with our program will have a strong commitment to training in a generalist model and a desire to develop strong skills for working in interprofessional settings. While interns may choose to specialize at a later date, we believe that a generalist clinical training model provides a strong foundation for later specialized practice.

Program Goals & Objectives

The goals and objectives of our internship program reflect our dedication to providing a broad training experience designed to prepare interns for working in a variety of settings.

1. **To produce entry-level psychologists with a solid foundation of clinical skills in assessment and treatment interventions.** To accomplish this goal, each intern will participate in three, four-month rotations in a variety of generalist settings at the VA Medical Center. Throughout the training year, each intern will perform psychological assessments and provide individual and group psychotherapy in our outpatient Mental Health Clinic. Psychotherapy with families and couples may be available in some cases. Each intern will develop an understanding of the scientific relevance of each assessment tool and psychotherapeutic intervention. These intervention and assessment opportunities are sequential, cumulative and graded in complexity over the course of the training year. Furthermore, interns will gain experience in evidence-based

clinical skills via staff education opportunities, weekly didactic seminars, and experiences working within the Medical Center.

2. **To produce entry-level psychologists with specific knowledge and clinical skills for providing psychological services to Veterans.** Toward this goal, all of the intern's clinical experience will be with Veterans and their families, and interns will also have frequent opportunities to interact with Veterans in a professional or interpersonal capacity. Interns will be expected to interact appropriately and effectively with members of this population in a variety of settings. All supervisory activities, and many seminar presentations, will focus specifically on clinical issues in the context of serving a Veteran population.
3. **To foster the use of scientific inquiry and critical thinking to integrate scientific knowledge into current practice.** Toward this goal, each intern will use skills of scientific inquiry when implementing assessment and treatment. Interns will develop the use of treatment approaches with sound foundations, improve their skills in case conceptualization, and apply evidenced-based treatments in their daily work. Interns will also develop an ability to assess the effectiveness of interventions, and adjust assessment or treatment approaches as needed, integrating current research with the needs and best interests of the patient.
4. **To train entry-level psychologists to deliver comprehensive care through inter-professional collaboration, consultation, and program development.** Toward this goal, each intern will participate on a variety of treatment teams, sharing their psychological expertise while learning from other professionals in order to give good continuity of care and improve the overall quality of patient care. Interns will respond efficiently and effectively to consultation requests. Interns will also have the opportunity to propose new or alternate programming.
5. **To encourage individualized development of professional behavior and ethical practice, and to optimize use of supervision for professional development.** Toward this goal, each intern will work with supervisors to tailor rotation experiences to fit longer-term professional goals. Interns will also work with supervisors to monitor progress in training objectives and overall professional development. Interns will participate in seminars addressing professional development, ethical practice, diversity, and preparedness for professional practice. Each intern is encouraged to develop a strong professional identity that incorporates adherence to high standards of professional ethics, a capacity for professional self-reflection and consultation, and sensitivity to individual and cultural differences in all realms of treatment and assessment.

Training Requirements

Assessment

Interns will participate in assessment training through a required weekly seminar and the application of assessment techniques in clinical settings informed by current literature in the area. There is an emphasis on the development and refinement of interview based psychological assessment. Interview skills will be supplemented with training in self-report and performance-based measures of personality, psychopathology and neuropsychological constructs as well as the ability to write a report that provides synthesized product to both psychologist and non-psychologist readers. An emphasis is also placed on understanding both the strengths and weaknesses of psychological tests, and potentials for errors inherent in data obtained from psychological tests. Throughout this developmental process, the weekly assessment seminar will allow for sharing knowledge and monitoring of progress through intern presentations. Interns will complete nine comprehensive assessments over the course of the training year.

Treatment

Our internship shares the commitment of the Veterans Healthcare Administration (VHA) to evidence-based practices and the increasing understanding of the value of various individual and group psychotherapeutic approaches within the field of psychology. Interns will participate in a required weekly seminar that includes training in the application of evidence-based psychotherapeutic interventions. In addition, exposure to such skill areas as humanistic and experiential psychotherapies is a necessary part in the development of generalist psychologist skills. Over the course of the training year, interns will

participate in one evidence-based treatment for Post-Traumatic Stress Disorder and at least one other evidence-based practice offered at our Medical Center.

Professional Development

Over the course of the internship year, interns will develop a primary professional identity as psychologists through assuming graduated levels of professional responsibility, demonstrating awareness of personal strengths and needs for growth, and developing sensitivity to professional presentation and an increased understanding of professional roles. Interns learn to take on and carry out professional responsibilities efficiently and display initiative in ensuring that key tasks are accomplished. Interns take an active role in program evaluation and development, and their proposals and feedback carry weight. Through supervision and role modeling from psychologists on faculty, interns learn to use effectively the time of experienced psychologists to enhance training, and gain mentoring in all aspects of professional development. Through training in providing supervision, they gain skills to enable them to pass this learning on to current practicum students or future supervisees in their own, individualized professional style. Interns are encouraged to monitor constantly their own professional development as well as the effectiveness and appropriateness of the professional interventions and programming for which they are responsible. Interns are given numerous opportunities throughout the internship year to evaluate their own progress, and to tailor their training, and professional goals, to their own interests, talents, and desire for deeper learning.

The Professional Issues and Psychotherapy Seminar will challenge the intern to examine relevant psychological literature and to apply this knowledge to case studies in the seminar. Issues covered in the seminar include: identifying which approaches work and for what reason; identifying the most effective treatment approaches to use with specific diagnoses; understanding of the therapeutic relationship; and addressing personality factors and/or issues such as cognitive rigidity in treatment planning. As the year progresses, the intern will play a more active role in the seminar, and initially close supervision will become more collegial.

With the richness and variety of training experiences available at the Charles George VA Medical Center, interns learn that they must set meaningful priorities in their training, and, with the support of supervisors, they are encouraged to take on professional responsibilities with an awareness of available time and their own limits. Interns learn to recognize the importance of making a professional impression, the impact that their presentation can have on therapeutic transference, and the practical importance of appropriate therapeutic boundaries. Interns learn to translate the ethical code and rules of behavior into effective and professional conduct and practice within their roles as psychologists, and as employees of the Department of Veterans Affairs.

Program Structure

Orientation

Interns begin the training year with a period of orientation to the Medical Center and to the Mental Health Service Line. Interns meet with Psychology Training Committee faculty and visit all rotation settings. This allows time to become familiar with the Medical Center and its policies, various treatment activities, record keeping, personnel issues, and procedures throughout the Medical Center. The orientation period is approximately 10 working days, after which interns commence with their first rotations.

Training Plans and Evaluations

The Training Directors and the Training Committee assist each intern in the development of an individualized training plan. Prior to orientation, interns will have the opportunity to choose preferred rotations based on their own professional interests, and on information provided by the training faculty. The Training Directors and the Training Committee make final decisions regarding each intern's rotation schedule, based on resource availability, intern training needs, and with every effort made to grant appropriate intern requests. Intern requests for changes to rotations after the training year has commenced will be evaluated by supervisors and the Training Directors, and every effort will be made to

accommodate requests, given the availability of training resources, the appropriateness of the request as part of the intern's overall training plan, and adequate supervision.

The intern and Training Directors collaborate on developing each intern's training plan with additional assignments and choices of supervisors, based primarily on the needs and interests of the intern. Throughout the year, regular meetings of the interns, training directors and training supervisors are held to discuss progress, address any problems encountered, and respond to training needs with evolutionary adaptations of the training plan.

The Training Directors receive all written evaluations from supervisors about the intern's progress and reviews all written evaluations from the intern about his/her experience with supervisors and rotation experiences. The Training Directors summarize these written evaluations and writes final evaluation letters to each intern's graduate program at the end of the training year. Mid-year evaluation of intern progress may include correspondence by email with the doctoral program. The Training Directors are responsible for correspondence between the internship program and the doctoral programs.

Rotations

The 12-month internship is divided into three four-month rotations, along with a year-long rotation in the outpatient Mental Health Clinic. Each four-month rotation will provide approximately 20 hours of clinical experience each week in the selected area; the year-long rotation in the outpatient Mental Health Clinic will provide approximately 8-10 hours of clinical experience each week. Over the course of the training year, interns will participate in at least one evidence based practice related to the treatment of PTSD and one other evidence based practice offered in our Mental Health Clinic. There are a number of other training opportunities offered in the mental health clinic and interns will work with faculty to tailor their experience in that setting. The remaining 10 hours per week are devoted to seminars, supervision and administrative time. Areas of emphasis (see below) will be worked into an intern's schedule based on his/her rotations and available clinical opportunities on a case-by-case basis.

The objectives of the rotations are deemed to be consistent with the philosophy of the training program. They were also developed in consideration of the unique contributions that psychologists make within a Medical Center setting. In determining whether the Charles George VA Medical Center will be an appropriate training site, applicants for internship are encouraged to assess their training needs in terms of the following:

- Career goals and interests
- Preferences for the training rotations offered
- Training needs as assessed or required by his/her graduate program
- Strengths and weaknesses identified in previous clinical training

The excellent resources of the internship, the high supervisor/intern ratio, the training philosophy, and the environment of a Medical Center committed to interprofessional collaboration and training excellence, ensure each intern an opportunity for maximum professional growth.

Seminars

Interns participate in two core weekly seminars throughout the training year.

The Assessment Seminar covers the fundamentals of psychological assessment, encompassing intellectual, personality, and cognitive factors. Interns meet weekly to discuss their own assessment cases, and to receive training from experienced psychologists in specific aspects of psychodiagnostic assessment.

The Professional Issues and Psychotherapy Seminar series is more clinically focused, providing training in essential core subjects, and a changing list of topics designed to meet each year's current training needs. This seminar covers advances in the treatment of veterans, psychotherapeutic techniques, ethical issues, current issues in the field of psychology, and topics related to diversity. Medical center faculty and outside consultants present this seminar. In addition to this regularly

scheduled weekly seminar, interns will have the opportunity to participate in a wide variety of seminars and workshops offered by the VA, or in collaboration with local training facilities.

The seminar schedule includes time for case presentations by the interns, at mid-year and again at the end of the internship. Interns will have the experience of sharing their case conceptualization and treatment plan with the training staff, both for the purpose of receiving feedback and opportunities for professional growth, and for gaining experience in case consultation and formulation. Interns will also present, in a seminar setting, on topics related to diversity/ethics and clinical program development and evaluation.

Supervision

Rotation supervision is based on a developmental model, taking into account that interns are mature learners who, throughout the internship year, are expected to perform with increasing degrees of independence. The internship provides for open and ongoing contact between supervisors and interns. Interns function as colleagues in the mental health service, with daily access to supervisors and other professionals.

In line with APA accreditation standards, each intern will have four scheduled hours of supervision per week, two of which must be individual supervision and one of which is group supervision with all interns and a licensed Psychologist. Supervisors provide modeling, instruction, feedback, and support. Supervisors facilitate an intern's growth and development as a professional. All supervisors have patient care responsibilities so that interns can gain skills and knowledge by working side-by-side with staff members. Interns can expect intensive supervision early in the training year, with the opportunity to take on graduated professional responsibility as the year progresses. Styles of supervision will vary with each supervisor and a wide range of therapeutic and philosophical styles is represented on the supervisory staff. Recording, co-therapy, and direct observation are among the tools available to supervisors to evaluate intern clinical work. Supervisors train interns to work as professionals in a multidisciplinary setting in a large healthcare system.

Each intern will meet with his or her supervisors at the beginning of a training rotation to discuss training opportunities and experiences available on the rotation and to clarify learning goals. Both the intern and supervisor should have reasonable and clear expectations for the rotation, and what the intern will do to achieve the learning goals. All supervisors make the effort to be available on an informal basis for guidance, support, and feedback as needed.

Less formal supervision occurs during seminars and case conferences and is regularly provided by psychologists supervising interns in group psychotherapy. Supervision by professionals from other disciplines can be arranged when desired and appropriate.

Interns will receive training in supervision. This training will be offered through the seminars, their own supervision experiences, supervision of practicum students, as available, and readings.

Hours

Psychology interns will complete the 2080 hour internship within 12 months in order to successfully complete the internship (see the only exception to this in the section entitled "Leave"). All training takes place on station at the Charles George VAMC unless telework is arranged in line with MHSL and Medical Center policies.

Interns are expected to work 40 hours per week, and the default tour of duty is 8:00 AM to 4:30 PM Monday through Friday. Interns may not engage in any treatment or assessment activities unless a licensed psychologist is present at the medical center at the time of the activity.

Stipend and Benefits

The stipend for the 2022-2023 internship year is \$26,297. Funding is available for four full-time interns and there are no unfunded or part-time positions. The VA offers health insurance as a benefit for VA interns with reasonable co-pay. All benefits available for Health Professional Trainees are determined at

the national level, and are uniform for all Psychology interns across the VA system. Appropriate, confidential space is available for interns to conduct clinical work. Extensive use of computerized library search services is available from the VAMC.

Administrative Assistance

The internship program has a program specialist assigned to assist the Training Directors with the administrative aspects of the program. The program support specialist is also available to the interns for help with issues that arise during the training year, including: acquisition of materials necessary to do clinical work, assistance with logistics required for initiation into and completion of the internship, and paperwork necessary for maintaining data related to activities during the training year. The administrative support person attends Psychology Training Committee Meetings, keeps minutes and agendas for those meetings, and helps the Training Directors manage deadlines for program requirements such as the completion of evaluation forms and other program responsibilities. The administrative support person is involved in the scheduling and organization of internship interviews. Other mental health support staff help interns, as they do all clinical staff, with scheduling, correspondence from patients, release of information, and use of the computerized record system. The medical library is available to faculty and interns for acquisition of journal articles and abstracts.

Leave

The length of this internship is 2080 hours over 52 weeks. There are 11 federal holidays, 13 days of vacation leave and 13 days of sick leave; earned at a rate of 4 hours of sick leave and 4 hours of annual leave per pay period. Interns may also request up to 8 days of Authorized Absence (AA) for the following purposes only: professional conferences, official meetings with their dissertation committee, formally scheduled meetings with the dissertation chairperson, or interviews with VA post-doctoral programs. Annual leave and AA must be approved well in advance, in line with MH Service policies, as scheduled patient visits will not be canceled with less than 45 days' notice, except in very rare instances (as outlined below).

Leave requests must be approved by the intern's supervisor(s) and the Training Directors or an Assistant Training Director. Next, the intern will complete the Clinic Cancellation Request via LEAF and enter the leave request in VATAS. Any existing appointments with Veterans in the outpatient mental health clinic must be canceled more than 45 days in advance; cancellation of appointments with less than 45 days' notice requires approval from the mental health service chief and will be reviewed by the Chief of Staff. In some cases, patients may be rescheduled earlier than their original appointment in order to avoid cancellation. Interns must follow all departmental policies related to requesting leave.

It is the intern's responsibility to manage leave appropriately so that the internship is completed in the time allotted. Interns may only use leave that has already been earned and may not use leave without pay or advanced leave during the internship year, except in cases of extreme extenuating circumstances and with approval of the Chief of Mental Health. In some cases, interns who are also Veterans may earn more leave than non-Veteran interns. Interns who are veterans will not take the extra leave that may be available to them; all interns will utilize the same amount of Annual Leave and Sick Leave.

When an intern is out sick or unexpectedly unable to report for duty, he/she must call the mental health service sick line at 828-299-2516 as well as the current rotation supervisor by 8:00 am to make sure that all Veterans scheduled that day are notified. The intern will be considered Absent Without Leave (AWOL) beginning at 8:30 if such notification is not made. If allowable extenuating circumstances (such as unanticipated medical leave) prevent an intern from completing internship in 12 months, our program would work locally and with the Office of Academic Affiliations to arrange funding and other considerations for the eventual completion of internship.

Grievance Procedures and Due Process

At any point during the internship training year, an intern may have complaints about a supervisor, member of the Psychology Training Committee, or with the manner in which a particular issue is being addressed. In a process similar to the procedures outlined above, the intern is first advised to speak directly with his/her supervisor (or the specific person with whom the intern has the grievance), outline the

problem, and work together to arrive at an acceptable solution. If the outcome of that meeting is not satisfactory to the intern or if the intern does not feel comfortable talking to the supervisor alone, then the intern may present his/her concerns to the Training Directors. If the intern has difficulties or a grievance involving a Training Director, then the intern may take his/her concerns to an Assistant Training Director, the Psychology Service Section Chief, or the Chief of the Mental Health Service.

The Training Directors (or Assistant Training Director, Psychology Services Section Chief, or Chief of Mental Health) will document the intern's concerns, summarizing the intern's report, and will recommend a course of action. An appropriate course of action could be a meeting that includes the Psychology Training Committee member or supervisor for the purpose of gathering additional information. All meetings related to the complaint or grievance will be documented in writing. Effort will be made to resolve the matter informally, to the satisfaction of both the intern and the supervisor or Psychology Training Committee member. The Training Directors (or designee) have the option of implementing a change in supervisor or rotation, a schedule change, or simply documenting the complaint with no recommended changes. At any point the intern also has the option of filing a formal grievance in line with Medical Center policy.

Copies of the formal Due Process and Remediation of Problematic Intern Performance Policy and Intern Grievance Procedures are available upon request from the Training Directors. All interns receive orientation to these policies and procedures at the start of internship during their orientation process.

COVID-19 Related Changes to Internship

The ongoing COVID-19 pandemic has created a range of personal and professional challenges for all of us, including uncertainty about possible changes in policies and procedures in the near future. Our training staff takes pride in the training opportunities we offer and also in the disclosure of accurate and timely information about our training opportunities. With the ongoing pandemic, we cannot predict exactly what training opportunities may, or may not, be available during the 2022-2023 training year.

Thus far, we have successfully switched many of our training opportunities to various telehealth platforms. Our outpatient psychotherapy services are functioning on these platforms and we are working to expand our opportunities for training in assessment via telehealth platforms and utilizing other modifications; some opportunities for in person clinical work and assessment exist as well. Since April 2020, we have adjusted well to these changes. We remain committed to providing high-quality training to our interns. Below are some specific changes that are in place currently. Due to the dynamic nature of the situation, these changes may or may not be in place when you interview with us or during your internship year. Please ask specific questions about our training opportunities.

Application Review During COVID-19

We understand that applicants have limited access to practicum hours starting in the Spring of 2020. We have relaxed our expectation for applicants' clinical hours and assessment hours. We are not sure what applicants will report in terms of practicum hours and we realize that practicum hours will be impacted for applicants for the next few years. We will review trends in applicant training hours and we will review individual applications differently than we have previously for information related to aborted practicum experiences, experience with telehealth and clinical experiences that are relevant to our program. The number of clinical hours listed in this document and online has not changed, however. We will not exclude applicants only for failing to meet the number of hours listed.

The Start of Internship

There were no delays to the start of this internship year for the past three intern classes due to the COVID-19 pandemic. The onboarding process was modified slightly from years past but all requirements for onboarding remain, including being up-to-date on immunizations and being fingerprinted prior to beginning internship. As of August 12, 2021 all Health Professional Trainees, including Psychology Interns, must be fully vaccinated against COVID-19 or file a medical or religious exemption. The processes for completing all onboarding requirements have been modified within our facility to optimize the safety and well-being of all involved. We expect Psychology interns to participate fully in the onboarding process, an essential process at VA Medical Centers.

Telework from Home

We have been able to have interns work from home in certain situations related to the ongoing pandemic. With a number of staff working from home, we have also been able to arrange for interns to work in their own offices at the medical center for the majority of their time at the facility, depending on the intern's rotation. If an intern does wish to telework from home, the intern will be required to complete all trainings related to telework and to complete necessary paperwork to access the necessary equipment. At the beginning of a training year, there are a range of issues to consider with the initiation of an intern working from home. Working from home removes the intern from an immediate support network for ad lib supervision or in case of an emergency situation. Also, some rotations do not allow the intern to work from home. If you match with our internship program, there will be ample opportunities to discuss your concerns about your comfort level related to where and how you participate in internship before the training year starts. Currently, telesupervision is allowed when the intern and the supervisor are in different locations. An intern may not request to telework from home without a valid health and safety concern.

Medical Center Safety Policies

The Charles George VA Medical Center has enacted a range of safety measures designed to promote public health on the grounds. Currently, staff must wear masks at all times in the medical center unless they are alone in their office, all staff are required to answer screening questions related to possible virus exposure, and all staff must stay home if they are exhibiting any symptoms associated with COVID-19. Trainees will have access to surgical masks and eye protection. Furthermore, there are enhanced cleaning efforts throughout the medical center and interns will have access to hand sanitizer and Cavi-Wipes. All interns are required to follow all medical center policies related to the promotion of personal safety and public health.

Rotation Training Experiences

Rotations

Outpatient Mental Health Clinic Rotation: The outpatient Mental Health Clinic (MHC) is staffed by a multidisciplinary team composed of psychologists, psychiatrists, clinical social workers, nurses, physicians' assistants, psychiatric nurse practitioners, clinical pharmacists, peer support specialists, licensed professional counselors and specialists in vocational rehabilitation. While working in the MHC, interns have primary responsibilities for assessment, outpatient individual therapy, group therapy and psychoeducation. Family and couples psychotherapy is offered on a limited basis. Interns will have an opportunity to receive training and supervision in the provision of empirically supported individual therapy modalities.

Currently, some clinical activities in this rotation are being conducted via telehealth platforms.
Supervisors on this rotation are Dr. Amy Carter, Dr. Larry Lardieri, Dr. Alyssa Lieb, and Dr. Amanda Yeck.

PTSD Clinical Team Rotation: This six-month rotation focuses on providing time-limited, evidence-based treatments to veterans who have experienced combat and other military-related trauma. Interns will participate in individual and group psychotherapy, with live supervision during group sessions. Opportunities exist for training in Cognitive Processing Therapy and/or Prolonged Exposure as well as assessment using the CAPS-5. By the end of the rotation interns will be able to take a veteran through the entire process to include the consult, assessment, treatment planning and implementation of treatment.

Currently, some clinical activities in this rotation are being conducted via telehealth platforms.
Supervisors on this rotation are Dr. Ben Haffey and Dr. Cara Blevins.

Military Sexual Trauma (MST) Rotation: This six-month rotation focuses on working with survivors of Military Sexual Trauma of all genders. Interns will participate in a combination of individual therapy (with an emphasis on empirically based practices), group therapy, intakes, and assessment. The

MST program has a robust offering of group therapy and interns will participate in 1-2 groups with options including a psychoeducation group, Acceptance and Commitment Therapy for MST, Written Exposure Therapy, and mind/body groups such as trauma informed yoga and mindfulness. The overall goal for this rotation is to support trainees in learning how to implement a variety of evidence-based practices with trauma informed care principles to empower MST survivors in their healing.

Currently, some clinical activities in this rotation are being conducted via telehealth platforms. Supervisors on this rotation are Dr. Meredith Blackburn, Dr. Jenn Fox and Dr. Sara Klčo.

Serious Mental Illness (SMI) Rotation – The SMI rotation will offer training to interns interested in working with Veterans experiencing serious mental illnesses such as schizophrenia, schizoaffective disorder, bipolar disorder, and other major mental illnesses that are associated with a risk of lifetime disability. Training will occur on the inpatient Psychiatry unit and in the Psychosocial Rehabilitation and Recovery Center (PRRC). The inpatient mental health team is comprised of a psychologist, psychiatrists, clinical social workers, nurses, and addiction therapists, addressing a wide range of psychiatric disorders through various clinical modalities. The PRRC team consists of two psychologists, a social worker, two recreation therapists, two occupational therapists, and three peer support specialists. Interns will move between both settings and will participate in assessment, group psychotherapy, group skills training, and development of treatment plans (inpatient unit) and recovery plans (PRRC). The inter-professional approach emphasized allows interns to gain a comprehensive understanding of medical conditions and complicated psychosocial circumstances that often accompany serious mental illnesses.

Interns are currently working on the inpatient Psychiatry unit; all PRRC activities are currently being conducted via telehealth platforms. The supervisor on this rotation is Dr. Kristy Barlow.

Co-occurring Disorders – The Substance Use Disorder Treatment Program (SUDTP) offers both residential and outpatient treatment support for Veterans recovering from substance use disorders and co-occurring mental health disorders. Training on this rotation will occur in the Substance Abuse Residential Rehabilitation Treatment Program (SARRTP) and the Outpatient Substance Use Disorder Clinic. The psychologist is part of an interdisciplinary team that includes psychiatrists, clinical pharmacists, nurse practitioners, physicians assistants, nursing, clinical social workers, licensed professional mental health counselors, certified and/or licensed addiction therapists and peer support specialists. Interns on this rotation will receive training in assessment of addiction and co-occurring disorders, including opportunities to complete initial clinic intakes as well as comprehensive integrated assessments. Interns will also gain experience in empirically supported individual and group treatments for addiction, including specialized treatment of addiction with co-occurring PTSD. There are opportunities to participate in the Suboxone Treatment Team, a specialized team offering Medication Assisted Therapy for individuals with Opioid Use Disorders. The SUDTP also works closely in serving Veterans with judicial concerns who are participating in Veteran's Treatment Court. Interns on this rotation will have the opportunity to engage in treatment support across multiple levels of care including, detox, residential treatment with aftercare support, and outpatient treatment.

Currently, some outpatient clinical activities on this rotation are being conducted via Telehealth modalities. The residential program is currently operating with a reduced census and interns have the opportunity to work there. The supervisor on this rotation is Dr. Lauren Milner.

Geropsychology and Rehabilitation: The Community Living Center (CLC) houses long-term care residents and short-term patients for rehabilitation and skilled care. The psychologist is part of an interdisciplinary team that includes physicians, mid-level providers (PA/NP), nurses, social workers, pharmacists, dietitians, and rehabilitation staff (i.e., PT, OT, recreation therapy). Interns will receive training in capacity evaluations, cognitive and psychodiagnostic assessment, and the interface between medical diagnoses and psychological symptoms, as well as issues specific to a geriatric population, such as dementia and delirium. There are opportunities for participation in team treatment planning, work with families/caregivers, psychoeducation and skill training, and time-limited psychotherapy with an emphasis on empirically supported techniques.

This rotation is currently operating. There are additional requirements to ensure the health and safety of the residents in the CLC. Please contact Dr. Bringle with questions. The supervisor for this rotation is Dr. Ashley Szabo-Miller

Outpatient Geriatrics: On this rotation, interns participate in the Geriatric Evaluation & Management (GEM), Peri-Operative Optimization of Senior Health (POSH), and Geri-PACT programs. The GEM team provides specialty geriatrics consultation to community-dwelling Veterans with geriatric syndromes (e.g., neurocognitive disorders, falls, motor disorders, frailty) who remain enrolled in traditional primary care. The POSH team provides pre-surgical consultation for older adults seeking elective procedures. Geri-PACT utilizes the patient-aligned care team model that is common in VA primary care, but services are specialized for the needs of older Veterans. Each program consists of interdisciplinary professionals who are specialized in geriatrics.

Interns in this clinic will receive training that emphasizes the Pike's Peak model. Assessments will include interview-based assessment of Veterans and collaterals, screening of cognitive and emotional functioning, and fuller assessments of neurocognitive functioning and specific capacities. Interventions will be focused on evidence-based, time-limited psychotherapy, and trainees will become certified in the REACH-VA caregiver support program. Consultation will be a regular part of interdisciplinary teamwork.

Trainees will also participate in a Geropsychology book club with other psychologists and social workers. Book selections target ethical and diversity issues inherent to working with older adults. Lastly, trainees may observe facility Ethics Consultation processes.

Similarly, on the Home Based Primary Care team (HBPC), the Psychologist is embedded in an interdisciplinary team that provides primary care to patients who have difficulty coming to the VA medical center for regular appointments. While working with the HBPC team, there are opportunities for short-term interventions with veterans and caregivers as well as opportunities for a range of assessments related to neuropsychological functioning and capacity issues.

Home Based Primary Care activities are not currently available to trainees. The supervisors for this rotation are Dr. Marie Barker, Dr. Ashley Mosley, and Dr. Molly Vaughn.

Mental Health Consult Team: The Mental Health Consult Team (MHCT) consists of several mental health professionals (psychologist, psychiatrist and social worker) who respond to consults throughout the medical center. The goal of the team is to provide immediate mental health consultation and intervention to veterans in the hospital, in outpatient specialty clinics, in the emergency department, and on a walk-in basis. On this rotation, interns will have the opportunity to provide consultation to medical providers, complete brief cognitive and diagnostic assessments and complete risk assessments in addition to providing brief psychotherapy with an emphasis on empirically supported treatments. There will also be opportunities on this rotation to complete organ transplant evaluations, pre-surgical consults, bariatric surgery evaluations and capacity assessments. There may be opportunities to observe ketamine infusions as part of the Treatment Resistant Affective Disorders Clinic and to participate in individual psychotherapy with veterans receiving this treatment. *Interns are currently working on the medical floors and in the Emergency Department; interns may not work face-to-face with veterans who are COVID+.*

Pre-operative evaluations are being conducted in person at this time. The supervisor for this rotation is Dr. Josh Bringle.

Palliative Care and Hospice: This rotation focuses on the development of skills related to helping Veterans and their families cope with terminal illness, chronic illness, and end of life concerns. A major focus of this rotation is how to help patients improve their quality of life while facing major health challenges. Interns will learn to provide psychotherapy to individuals, supportive therapy to couples and family members, brief health interventions, cognitive and symptom assessments,

capacity evaluations, group psychotherapy, and consultation to members of various medical teams. These services will be provided to inpatients as well as those receiving outpatient medical treatment. Interns will learn how to provide continuity of care as Veterans' medical needs change. The psychologist will help the intern integrate into two separate interdisciplinary teams consisting of physicians, nursing, physician assistants, nurse practitioners, social work, nutrition, and recreational therapists who specialize in palliative care and/or hospice services.

Most clinical activities are being conducted in person. Some outpatient activities may be provided via telehealth. The supervisor for this rotation is Dr. Kristen Kemp.

Veterans Integrative Pain Management Clinic: The psychologist on this rotation functions as a member of the interdisciplinary team through the VIPM clinic. The central focus of this rotation is assessment and treatment of patients with chronic pain. **Assessment:** These evaluations tend to be brief and self-report in nature, which aid in the development of treatment plans and demonstrate treatment outcome. In addition, assessments may be conducted which focus on screening for conditions that would require a specialty referral for more in depth a diagnostic assessment. **interview;** cognitive, substance, functional, and personality assessment; and, when possible, a collateral interview. **Intervention:** From a Behavioral Medicine perspective, the focus is on focused psychological interventions that facilitate self-management of pain (e.g. sleep management, use of pacing, relaxation strategies). In addition, appropriate Veterans may be trained in interventions that directly aid in reduction in physical and mental distress (e.g. biofeedback, hypnosis). The results of the evaluation and treatment recommendations are communicated to the team via a variety of formal and informal avenues. In addition to evaluation, individual, group, and CVT psychotherapy is offered, as well as educational interventions for chronic pain patients and their families.

What Interns Will Do: The intern and the psychologist attend Pain Management Team meetings together and are jointly involved in all aspects of the rotation. The intern has the opportunity to participate in a variety of interventions to address improved coping with and self-management of chronic pain. This may include comprehensive intake interviews, CBT for chronic pain (individual and group), CBT for insomnia (individual and group), Pain 101 psychoeducational class, biofeedback, presentations of pertinent mental health information to the Pain Education Class, attend weekly VIPM treatment team meetings, attend quarterly CGVAMC Pain Management Committee meeting.

Training Goals: The goals of this rotation are for the intern to:

1. Obtain training in the objective assessment of factors which may be a barrier to full benefit of medical and psychological interventions, such as functional level, support and coping resources, potential co-morbid psychopathology, possible substance abuse or misuse, and cognitive impairment,
2. Gain proficiency in the provision of psychological interventions for veterans with chronic pain,
3. Learn to communicate and report pertinent information to non-mental health professionals clearly and efficiently, both orally and in writing; and to work closely with an interdisciplinary treatment team providing traditional and CAM medical care.

All clinical activities on this rotation are being conducted via telehealth modalities. The supervisor for this rotation is Dr. Lori Johnston

AREAS OF EMPHASIS

The areas listed below are optional areas of emphasis. We will work with interns to ensure clinical experiences in these areas upon request.

- 1) **Women Veterans** (Supervisors: Outpatient MHC staff)
- 2) **LGBTQ Veterans** (Supervisor: Outpatient MHC staff)
- 3) **Assessment** (Supervisors: Dr. Robert Moseley, Dr. Ashley Mosley, Dr. Bob Rhodes, Dr. Szabo-Miller and Dr. Judy Taylor)
- 4) **Geropsychology** (Supervisors: Dr. Marie Barker, Dr. Kristen Kemp, Dr. Ashley Mosley, Dr. Szabo-Miller and Dr. Molly Vaughn)

Requirements for Completion

Interns are expected to progress along a continuum of competence during the internship year in the areas of assessment, clinical interventions, consultation, supervision, and professional development. To maintain good standing, interns actively participate in clinical assignments, are receptive to and responsive to supervision, and conduct themselves in a way that is ethical and professionally appropriate. Interns in good standing demonstrate punctuality, are receptive to clinical assignments, complete clinical responsibilities and documentation in a timely manner, recognize professional limitations, and seek supervisory assistance as needed.

Each intern will successfully complete the following requirements:

1. a total of 2080 internship hours (includes 11 federal holidays, 13 vacation days and 13 sick days),
2. "3's" or above on the final rotation's supervisory evaluation,
3. one year-long rotation in the outpatient Mental Health Clinic including adequate participation in two evidence-based practices, one for the treatment of PTSD and another evidence-based practice offered in our Mental Health Clinic
4. a minimum of 9 comprehensive assessment evaluations throughout the year,
5. participation in Professional Issues and Psychotherapy Seminar and Assessment Seminar
6. completion of two clinical case presentations to peers and internship faculty, earning a satisfactory (or above) rating.
7. completion of two intern-led assessment case presentations to peers and internship faculty, earning a satisfactory (or above) rating
8. completion of one presentation to peers and internship faculty (and other invited guests) on an ethical or diversity topic, earning a satisfactory (or above) rating, and
9. completion of one presentation to peers and internship faculty on a program development project, earning a satisfactory (or above) rating.
10. Participation in the experiential supervision seminar series, earning a satisfactory or above rating on the role play activity

Early in the internship year, and early on specific rotations, interns will need fairly close supervision, including observation. Interns are expected to become more autonomous in their professional activities over the course of each rotation, and across the internship training year. By the end of the internship year, interns are expected to be able to function independently or with minimal supervision in a number of core professional areas. These include the ability to understand referral questions, select, administer, and interpret appropriate evaluation instruments, conduct diagnostic interviews, clearly communicate findings in writing and in person, apply psychotherapeutic techniques, display sensitivity to issues of diversity, and maintain high ethical and professional standards. In areas requiring later specialization training, such as neuropsychology, increased competence is expected, but interns are not expected to practice independently or with minimal supervision by the end of the training year.

Interns are formally evaluated bimonthly throughout the internship year. Interns must maintain adequate performance in core areas to remain in good standing. Interns who do not maintain this minimal level of competence will have a remediation plan initiated.

Training Staff

Co-Training Directors

- **Joshua Bringle** earned his Ph.D. in Clinical Psychology from the University of Massachusetts, Amherst in 2007. He completed his doctoral internship at the Boston Consortium in Clinical Psychology. He completed his Postdoctoral Fellowship in Palliative Care at the GRECC at the James J. Peters VAMC in the Bronx, NY, and joined the Charles George VAMC in 2007. He is licensed as a psychologist in North Carolina. Dr. Bringle works on the Mental Health Consult Team which covers acute care, outpatient specialty clinics and the Emergency Department and he also does mental health evaluations for organ transplants, bariatric surgeries and spinal cord stimulator implantations. Interns can work with him in all these settings on the MH Consult Team

rotation. He is a member of the Motivational Interviewing Network of Trainers and serves as a national consultant in Motivational Interviewing for VACO.

- **Lauren Milner** earned her Ph.D. in Clinical Psychology from University of Arkansas in 2015. She completed her doctoral internship at the Salem Veterans Affairs Medical Center. In addition, she completed her postdoctoral fellowship in Addictive Behavior at the Louis Stokes Cleveland Department of Veterans Affairs Medical Center. She is licensed as a psychologist in North Carolina. Dr. Milner provides individual and group psychotherapy, consult evaluations, mental health assessments for individuals with co-occurring substance use and mental health disorders, and recovery-oriented coordination of care in the Substance Use Disorder Treatment Program. Her areas of clinical interest include substance use disorders, process addictions and co-occurring substance use and PTSD. Interns may work with her on intakes and assessments for co-occurring PTSD and SUD, individual psychotherapy (MI, CBT-SUD, CPT, relapse prevention), and co-facilitating SARRTP and/or outpatient SUD groups.

Assistant Training Director

- **Kristen Kemp** earned her PsyD in Clinical Psychology with a focus in healthcare psychology across the lifespan from Xavier University in 2020. She completed her pre-doctoral internship with an emphasis in geropsychology at the Charles George VAMC in 2020. She is a licensed psychologist in North Carolina. Dr. Kemp works in hospice and palliative care and provides psychological services in both inpatient and outpatient settings. In her work, she focuses on helping Veterans and their families improve their quality of life by helping them cope with terminal illness, chronic illness, and end of life concerns. She provides individual evidence-based psychotherapy, supportive psychotherapy to couples and families, brief health interventions, cognitive and symptom assessment, capacity evaluations, and consultation to various medical teams. She primarily utilizes contextual behavioral interventions in treatment and has been trained in ACT for Depression and DBT. She is also a national and regional ACT for Depression consultant and a member of the Dementia Committee at the VA. Interns will have the opportunity to provide individual psychotherapy, complete cognitive and symptom assessments and capacity evaluations, and consultation to several medical teams.

Psychology Practicum Coordinator

- **Robert Rhodes** earned his Ph.D. in Clinical Psychology from Virginia Tech in 2010. During his time at Virginia Tech he specialized in Neuropsychological assessment and treatment. He completed his doctoral internship through the Malcom Randall VAMC in Gainesville, Florida, and then stayed in Gainesville to complete a Fellowship in Behavioral Neurology and Neuropsychology, splitting his time between the VA and the Department of Neurology at the University of Florida. Following his Fellowship, he served as a college professor for four years, while also maintaining an active private practice. He recently joined the Charles George VAMC in Asheville, NC after spending the previous three years working exclusively in private practice. Dr. Rhodes offers supervision and training in neuropsychological screening and assessment of Veterans. He serves as an Affiliate Faculty Member of the Psychology Department at Western Carolina University

Psychology Service Section Chief – Mental Health Service

- **Robert Moseley** earned his Psy.D. in Clinical Psychology from the Florida Institute of Technology in 2000. He completed his predoctoral internship at Broughton Hospital in Morganton, NC, and is licensed in North Carolina. Dr. Moseley completed his postdoctoral training in a forensic private practice in Winter Park, Florida and worked as a forensic psychologist for five years before returning to Broughton Hospital as a staff psychologist in 2006. He went on to serve as the Psychology Director for five years and was heavily involved in training interns and staff in evidence-based practices for serious mental illnesses. He joined the VA in 2013 as the coordinator of the Psychosocial Rehabilitation and Recovery Center at the Charles George VAMC, building the program around an interdisciplinary team of professionals engaged in the practice of psychiatric rehabilitation with Veterans whose lives have been interrupted by serious

mental illness. He was selected as the first Chief of Psychology Services in August of 2021 and is engaged in clinical work, program management, and organizational change. In addition to this work, Dr. Moseley enjoys psychological assessment and in particular the use of the MMPI-2-RF, PAI, TAT, and the Rorschach.

Program Support

- **Kathleen Morlen** is a Program Specialist within the Mental Health Service. She has been employed with the VA for 12 years and has been a part of Mental Health Service since 2014. Kathleen is skilled in credentialing and privileging, and, in addition to her work with the psychology internship, her previous position as the MH MSA Administration Supervisor, assisted interns in the outpatient clinic with their scheduling needs. Her expertise, organization, wide range of knowledge of administrative assistance allows us to run an efficient program. Kathleen is a Navy Veteran and served at several US Naval Hospitals as a Hospital Corpsman.

Staff Psychologists

- **Marie Barker** earned her Ph.D. in Clinical Psychology from the University of Florida in 2009. She completed a doctoral internship through the Charleston Consortium at the VAMC and the Medical University of South Carolina. She did a postdoctoral fellowship at the Spain Rehabilitation Center at the University of Alabama at Birmingham and is licensed in Alabama. Her clinical and research interests are in the neuropsychological assessment and treatment of individuals with dementia, traumatic brain injury, and other neurological and psychiatric conditions. She joined the Charles George VAMC in 2013 as a psychologist in the Home Based Primary Care program, which mainly serves older veterans with chronic medical conditions. As part of a multidisciplinary team, Dr. Barker provides consultation and assessment of cognitive function, capacity, and emotional status. She provides short-term interventions that are focused on health-related problems, caregiver stress, and mood and anxiety disorders.
- **Kristy Barlow** earned her M.A. from Western Carolina University and Ph.D. in Clinical Psychology from Fielding Graduate University in 2015. She completed her pre-doctoral internship at the Charles George VA Medical Center and is licensed as a psychologist in North Carolina. During graduate school she was involved in research investigating predictors of service utilization in veterans receiving compensation for PTSD and hemispheric asymmetries in visual attention in OEF/OIF veterans with PTSD and TBI. Dr. Barlow was hired by the CGVAMC following internship as the PTSD Clinical Team Coordinator in the outpatient mental health clinic and served on the IRB. In 2017 she transitioned into the Research Program Specialist position at the CGVAMC and currently functions as the key administrator over the facility's human research protection program.
- **Meredith Blackburn** earned her Ph.D. in Clinical Psychology from Fuller Graduate School of Psychology at Fuller Seminary in 2021. During graduate school, she pursued research related to trauma and substance misuse. She completed her psychology internship at Central Arkansas Veterans Healthcare System. She joined the Charles George VAMC in 2022 and is currently pursuing psychology licensure in North Carolina. Dr. Blackburn's primary clinical interests are in the areas of MST, trauma recovery, and women's mental health. Her professional diversity interests include spirituality, Appalachian culture, and disability identity, community, and culture.
- **Cara Blevins** earned her Ph.D. in Clinical Psychology from the University of North Carolina at Charlotte. She completed her internship at the Charles George VA Medical Center in 2019 and she began her role as the PTSD/SUD Coordinator in September, 2019.
- **Amy Carter** has been a Licensed Clinical Psychologist in the state of Virginia for 20 years, and completed her PhD at the University of Illinois at Urbana Champaign. She worked for US Army Medical Command from 2018 to 2022, providing care for active duty soldiers with a variety of concerns and specializing in the treatment of combat veterans. She has extensive experience in group psychotherapy and developed a Combat Warrior Group and a Recovery Group for Sexual Assault utilizing expressive arts and evidence-based practices for soldiers. Dr. Carter has extensive post-graduate training in trauma treatment, including Prolonged Exposure and Cognitive Processing Therapy. She has trained in spiritual direction and expressive arts therapy, and works with veterans to incorporate them into clinical care. Dr. Carter has interests in multiculturalism training in the workplace.

- **Jenn Fox** earned her Ph.D. in Clinical Psychology from Brigham Young University in 2019. She completed her doctoral internship at George E. Wahlen VAMC in Salt Lake City, Utah and is licensed as a psychologist in Utah. She joined the Charles George VAMC in 2020. Dr. Fox works on the Military Sexual Trauma team in outpatient mental health treating the various aftereffects of trauma. She specializes in compassion and mindfulness-based interventions and trained in Compassion Focused Therapy with Dr. Paul Gilbert. Her research in graduate school focused on delivering Compassion Focused Therapy in transdiagnostic therapy groups.
- **Benjamin Haffey** earned his Psy.D. in Clinical Psychology from Wright State University School of Professional Psychology in 2006 and completed his predoctoral internship at the Dayton VA Medical Center. He served with the National Health Service Corps for several years before returning to the VA in 2012 as a Clinical Psychologist with the Rutherford County CBOC. In 2017, he assumed the role of PTSD Clinical Team (PCT) Coordinator at the Charles George VA Medical Center. The PCT specializes in delivering Evidence Based Treatments to veterans with military related PTSD. Dr. Haffey is a VA certified provider of Prolonged Exposure, Cognitive Processing Therapy and Cognitive Behavioral Conjoint Therapy.
- **Lori Johnston** earned her Psy.D. in Clinical Psychology from Nova Southeastern University in 2006. She completed her doctoral internship at the Vanderbilt-VA Consortium in Clinical Psychology where her primary placement was with the Tennessee Valley Healthcare System (TVHS). Dr. Johnston was hired straight out of internship by TVHS to serve veterans at both the Nashville and Alvin C York VA medical centers. Dr. Johnston supervised the Behavioral Medicine rotation and developed the Pain Management rotation. The Pain rotation offered training in pain-related mental health treatment focusing specifically on self-management of pain and improved function. On this rotation interns conducted group and individual psychotherapy, learned the foundations of and assisted with biofeedback, and completed necessary psychological assessments prior to invasive pain management interventions (i.e. spinal cord stimulators, spinal surgery). She is licensed as a psychologist in Tennessee. Dr. Johnston joined the Charles George VAMC in 2014 as the psychologist in the newly developed Veterans Integrative Pain Management Clinic (VIPM) which is a specialty pain clinic offering a range of complementary and alternative pain management interventions and strategies. She is a member of the Association for Applied Psychophysiology and Biofeedback and serves as a VACO national consultant in Cognitive Behavioral Therapy for both insomnia and chronic pain.
- **Sara Klčo** earned her PhD in Counseling Psychology from Georgia State University in 2016 with concentrations in traumatology and behavioral neuroscience. She completed her doctoral internship at Clemson University and worked at Appalachian State University before transitioning to the Charles George VAMC in 2019. She is licensed in North Carolina. Dr. Klčo serves as a Military Sexual Trauma (MST) psychologist helping veterans of all genders recover from sexual and interpersonal trauma. She uses an integrated mind-body approach to psychotherapy and often incorporates mindfulness, yoga, and other contemplative practices into treatment. Her passions include work with underserved/oppressed populations, resiliency, group therapy, supervision, clinician well-being, and outdoor adventure therapy.
- **Lawrence Lardieri** earned his Ph.D. in Clinical Psychology from Georgia State University in 2000. He completed his doctoral internship at the VA Gulf Coast Veterans HCS and his Postdoctoral Fellowship (Serious and Persistent Mental Illness) at the Houston, TX VAMC. He is licensed in North Carolina. Dr. Lardieri performs individual, couples and group psychotherapy, psychological assessment, and PTSD assessment screenings. His areas of interest include psychotherapeutic literature/research, decision making in psychotherapy, Analytical Psychology, Experiential Psychotherapy and Depth Oriented Brief Psychotherapy. He serves as an Affiliate Faculty member of the Psychology Department at Western Carolina University, and he offers supervision in psychotherapy and seminar participation through the Outpatient Trauma/PTSD Rotation.
- **Alyssa Lieb** earned her Psy.D from Pacific University in Portland, OR in 2009. She completed her doctoral internship at the Cincinnati VA Medical Center 2007-2008 where she worked predominantly in the Substance Abuse Residential Rehabilitation Treatment Program (SARRTP) and Trauma Recovery Center (TRC). She became a permanent staff member of the Cincinnati VA following internship, serving as clinical psychologist in the SARRTP and general outpatient substance clinic where she established a Mindfulness-Based Relapse Prevention (MBRP)

program and was additionally trained in Motivational Enhancement Therapy (MET). Dr. Lieb participated in development of the first Dialectical Behavior Therapy (DBT) team at CVAMC under the intensive training and mentorship of a Behavioral Tech trainer 2012-2015. Dr. Lieb joined the Charles George VAMC in 2015 as a generalist psychologist in the outpatient Mental Health Clinic (MHC) where she provides both individual and group therapy. Dr. Lieb works predominantly from a contextual behavioral perspective and has been a member of the Association for Contextual Behavioral Sciences (ACBS) since 2010. She participated in developing a DBT consultation team at CGVAMC, co-leads two skills training groups in the clinic, and offers individual DBT services. Dr. Lieb facilitates mindfulness training groups and mindfulness meditation practices in the MHC and has additional interests in the fields of contemplative neuroscience and compassion.

- **Jason C. Metz** earned his Psy.D. in Clinical Psychology from Florida Institute of Technology in 2011. He completed his doctoral internship at Tripler Army Medical Center in Honolulu. He also completed a Post-Doctoral Residency in Military Psychology. As Army Psychologist, he supported the 25th Infantry Division and treated soldiers coming back from OEF/OIF. Dr. Metz has provided outpatient and inpatient individual and group psychotherapy, consult evaluations, mental health assessments for individuals with emphasis on evidence based treatments for PTSD. He has been published in the APA journal, *Psychological Services: Therapy with facially injured clients: A study of memory, evaluation, and exposure effects*. He currently works as a Local Recovery Coordinator, supports recovery efforts within the VA, runs groups on the Warrior Recovery Unit, and supervises the Peer Specialists. Interns may work with him on evaluations providing specific screenings for suitability for PAWS program as well as inpatient groups.
- **Ashley Mosley** earned her Ph.D. in Clinical Psychology (Clinical Health Psychology emphasis) from the University of Memphis in 2012. She completed her doctoral internship and Postdoctoral Fellowship at the Memphis VAMC, with training focused on late-life care. Dr. Mosley served as a staff Psychologist in Spinal Cord Injury and Inpatient Psychiatry – Geriatrics at the Memphis VA from 2013-2014. She then joined the staff at the Charles George VAMC as a Geropsychologist, initially providing psychotherapy and dementia evaluations through the Mental Health Clinic. In 2017, she helped build the Outpatient Geriatrics Clinic where now works with Geri-PACT, Geriatric Evaluation, and POSH (pre-surgical) teams. Dr. Mosley chairs the CGVAMC Dementia Committee and serves on the VISN 6 Dementia Committee and CGVAMC Ethics Committee. She is licensed in North Carolina and is board-certified in Geropsychology (ABPP). Dr. Mosley's clinical interests include the relationship between assessment and functional outcomes for geriatric veterans, treatment of late-life mood disturbance, and the translation of clinical recommendations into practice for caregivers.
- **Ashley Szabo-Miller** earned her Ph.D. in Clinical Psychology from Kent State University in 2013, where she was trained in neuropsychology and health psychology. She completed her internship and postdoctoral fellowship with the North Texas Veterans Health Care System, specializing in Geropsychology. She then worked as the CLC (Community Living Center) Psychologist at the Kerrville VA Medical Center, part of the South Texas VHCS. She is licensed in the state of Kansas. She joined the staff at the Charles George VAMC in spring 2018 as the CLC Psychologist. Primary interests include working with interdisciplinary team members for effective interventions, healthcare provider-patient communication, practical application of cognitive and psychological test results, and personality disorders in late life. Interns can work with her on the CLC for the Geropsychology and Rehabilitation rotation, providing consultation to interdisciplinary team members, behavioral and psychotherapeutic interventions, and assessment of capacity, cognitive functioning and mood.
- **Judy Taylor** earned her Ph.D. in Clinical Psychology from George Washington University in 2004. She completed her pre-doctoral internship at the Washington DC VAMC (2004), and her post-doctoral residency in Neuropsychology through the War-Related Illness and Injury Study Center (WRIISC) at the Washington DC VAMC (2006). She has been board certified in Clinical Neuropsychology through the American Board of Professional Psychology (ABPP) since 2008. Dr. Taylor joined the Charles George VAMC in 2012 and works as a neuropsychologist in the outpatient Mental Health Clinic where she is actively involved in the supervision of interns for assessment.
- **Bridget M. Truman** earned her Ph.D. in Counseling Psychology from the University of Memphis in 1996. She completed her doctoral internship at the Wichita Collaborative Psychology Internship

Program at University of Kansas School of Medicine. Her postdoctoral fellowship in crisis intervention was completed at University of Tennessee – Memphis. Currently she is licensed in Tennessee. She joined the Charles George VAMC in 2012 after serving for almost seven years at the Memphis VAMC, working on the Spinal Cord Injury Rehabilitation Unit and in the outpatient clinic. Dr. Truman has received certification as a Master Trainer for the VHA Prevention and Management of Disruptive Behavior violence prevention program. At present she coordinates national trainings on the prevention of workplace violence. Her clinical interests include crisis intervention, PTSD, mood disorders, behavioral health, and teaching.

- **Laura Tugman (Chief of Mental Health Service)** earned her Ph.D. in Clinical Psychology from Fielding Graduate University in 2011. Dr. Tugman completed clinical and research practica at Wake Forest University in the Bowman-Gray School of Medicine. She completed her doctoral internship at Broughton Hospital in Morganton, NC. Dr. Tugman completed her postdoctoral training at Psychological Consulting Services in Johnson City, TN specializing in Forensic Psychology. She is licensed in Tennessee. Dr. Tugman is the champion for Recovery-Oriented care providing consultation, recovery-oriented education for care providers and implementation of recovery-oriented treatment programming across the continuum of mental health services. In addition, she provides individual and group treatment for the SMI (Serious Mental Illness) veteran population. Her areas of interest include Recovery-Oriented treatment of serious mental illnesses, Acceptance and Commitment Therapy, and anxiety disorders. Dr. Tugman has specialized study and research in the area of Appalachian culture and culturally-competent mental health care for native groups of Southern Appalachia.
- **Molly E. Vaughn** earned her MA from Michigan State University and Ph.D. in Counseling Psychology from Western Michigan University in 2013. She completed her doctoral internship at the Charles George Veterans Affairs Medical Center in Asheville, North Carolina and is licensed as a psychologist in North Carolina. She serves currently as a psychologist in the Home-Based Primary Care program, which mainly serves older veterans with chronic medical conditions. As part of a multidisciplinary team, Dr. Heyn provides consultation and assessment of cognitive function, capacity, and emotional status. She provides short-term interventions that are focused on health-related problems, caregiver stress, and mood and anxiety disorders. Dr. Heyn has been trained in Cognitive Processing Therapy, Motivational Enhancement Therapy, and Cognitive Behavioral Therapy for Insomnia. Her areas of interest include trauma recovery, insomnia, complementary and alternative medicine, and competent culturally sensitive care of Veterans from diverse backgrounds. She offers individual supervision through Geropsychology and Primary Care Rotation.
- **Amanda Yeck** earned her Psy.D. in Clinical Psychology from Indiana State University in 2017. During graduate school, she pursued research related to diversity issues, specifically sexual prejudice within the Muslim population. She completed her doctoral internship at the Charles George VAMC and is licensed in North Carolina. Dr. Yeck was hired by the Charles George VAMC following internship and is working in the Mental Health Clinic providing individual and group psychotherapy to returning Iraq and Afghanistan Veterans (OEF/OIF). Special interests include moral injury, PTSD, and working with the LGBTQ Veteran population.

Intern Classes

2022-2023 Psychology Interns

Alliant International University – San Diego, Florida Institute of Technology, University of San Francisco, Spalding University

2021-2022 Psychology Interns

University of Denver, Marshall University, Purdue University, Virginia Commonwealth University

2020-2021 Psychology Interns

Florida Institute of Technology, Spalding University, University of South Carolina, Xavier University

2019-2020 Psychology Interns

Baylor University, Loyola (MD) University, two interns from Xavier University

2018-2019 Psychology Interns

Boston University, University of Florida, University of North Carolina – Charlotte, University of South Carolina

2017-2018 Psychology Interns

Carlow University; Fuller Theological Seminary; Indiana State University; SUNY Binghamton

2016-2017 Psychology Interns

Fielding Graduate University; Indiana State University; University of Southern Mississippi

2015-2016 Psychology Interns:

East Carolina University; Illinois Institute of Technology; University of Memphis

2014-2015 Psychology Interns:

Fielding Graduate University; Pacific Graduate School of Psychology, Palo Alto; Spalding University,

2013-2014 Psychology Interns:

Alliant/California School of Professional Psychology, San Francisco; Rosemead/Biola University; University of Florida

2012-2013 Psychology Interns:

Emory University; Ohio University; Western Michigan University

2011-2012 Psychology Interns:

Fielding Graduate University; Palo Alto University; Palo Alto University/Stanford University Consortium

2010-2011 Psychology Interns:

Argosy University, Hawaii; Fielding Graduate University; Pacific Graduate School of Psychology, Palo Alto

2009-2010 Psychology Interns:

University of Indianapolis; Nova Southeastern University

2008-2009 Psychology Interns:

Both interns were from Nova Southeastern University

INTERNSHIP PROGRAM TABLES

Date Program Tables are updated: 08/18/2022

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to admissions, hiring, retention policies, and/or requirements for completion that express mission and values.	<input checked="checked" type="checkbox"/> X Yes <input type="checkbox"/> No
If yes, provide website link (or content from brochure) where this specific information is presented.	
Health Professions Trainees (HPTs) are appointed as temporary employees of the Department of Veterans Affairs. As such, HPTs are subject to laws, policies, and guidelines posted for VA staff members. There are infrequent times in which this guidance can change during a training year which may create new requirements or responsibilities for HPTs. If employment requirements change during the course of a training year, HPTs will be notified of the change and impact as soon as possible and options provided. The VA Training Directors will provide you with the information you need to understand the requirement and reasons for the requirement in timely manner.	

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:
Our internship is a generalist clinical training program. We are interested in applicants who have had a range of clinical experiences related to assessing and treating PTSD and other forms of psychopathology, particularly affective disorders, anxiety and serious mental illnesses. Successful applicants have held practica at a range of sites, not just university counseling centers or department clinics. We value prior experience working with veterans, but this is not necessary to be a strong applicant. We have several rotations available in health psychology and geropsychology and successful interns come to us with experiences in these settings. All of our rotations involve working with providers from other disciplines and a commitment to being a successful member of an interdisciplinary team is necessary.
Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:
Total Direct Contact Intervention Hours: <u> N </u> <u> Y </u> <u> X </u> <u>Amount: 400</u>
Total Direct Contact Assessment Hours: <u> N </u> <u> Y </u> <u> X </u> <u>Amount: 100</u>
Describe any other required minimum criteria used to screen applicants:
The Charles George VA Psychology Internship Program requires documentation of 500 hours of completed AAPI Doctoral Intervention/Assessment Hours. Experience gained outside of the doctoral program can be considered if supervision was provided by a licensed mental health professional. Projected hours cannot be counted in the 500 hour total. In addition, the applicant will ideally have clear assessment skills in administration, scoring and integrated assessment report writing (10 integrated reports) or documented evidence of these required skills. The applicant should have educational training and/or practicum experience in commonly used diagnostic instruments.

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	\$26,297		
Annual Stipend/Salary for Half-time Interns	n/a		
Program provides access to medical insurance for intern	x	Yes	No
If access to medical insurance is provided:			
Trainee contribution to cost required?	x	Yes	No
Coverage of family member(s) available?	x	Yes	No
Coverage of legally married partner available?	x	Yes	No
Coverage of domestic partner available?		Yes	x No
Hours of Paid Personal Time Off (PTO and/or Vacation)	13 days		
Hours of Annual Paid Sick Leave	13 days		
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	x	Yes	No
Other Benefits (please describe):			
There are 11 federal holidays. Interns may request up to 8 days of Authorized Absence (AA) for professional conferences (for first author presentations), official meetings with their dissertation committee, formally scheduled meetings with the dissertation chairperson, or interviews with VA post-doctoral programs.			

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

Intital Post-Internship Positions

	2019-2022	
Total Number of Interns who were in the 3 cohorts	12	
Total Number of Interns who did not seek employment because they returned to their doctoral programs/are completing doctoral degree	0	
	PD	EP
Academic Teaching		
Community Mental Health Center		
Consortium		
University Counseling Center		1
Hospital/Medical Center	1	
Veterans Affairs Health Care System	3	3
Psychiatric Facility	1	
Correctional Facility	1	
Health Maintenance Organization		
School District/System		
Independent Practice Setting	1	1
Other		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Local Information

The Charles George VAMC is located in the beautiful western North Carolina mountain city of Asheville. Year round sports activities, arts and music are bountiful in Asheville. In addition to local and regionally influenced arts, the city has a symphony orchestra, a ballet, and fine theater. The rich Appalachian culture and the historic home of the Eastern Band of Cherokee Nation within driving distance allows for a blend of the small urban city, the rural majority and the influence of the elders of those who first settled this area. Diversity is celebrated in Asheville's culture, art, and communities, and evident in the many races, ages, social strata, religions, and cultures represented by our population. The area is also accepting of and well represented by those who are gay and lesbian. Many websites can help you become familiar with Asheville, including www.asheville.com; www.mountainx.com and at the official Asheville tourism site, www.exploreasheville.com. The Asheville Chamber of Commerce can be found at www.ashevillechamber.org.

Along with the natural beauty, the area possesses a greatly respected hub for healthcare, and offers, through Mission Hospitals, one of the finest centers for cardiothoracic and cardiovascular surgery, diabetes, and orthopedics. The University of North Carolina at Asheville boasts a ranking as one of the finest liberal arts universities, and Warren Wilson College is one of the "greenest" colleges on the East Coast. Other institutes of higher learning in the area include Montreat College, Appalachian State University, Western Carolina University, Mars Hill College and Asheville-Buncombe County Technical College. There is a highly regarded Family Practice Residency Program offered in Asheville through the Mountain Area Health Education Center. Psychologists have a local area society in the Western North Carolina Psychological Association.